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Association for Health, Physical Education, Recreation and Dance

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Montana Journal of Health, Physical Education, Recreation and Dance

Winter 1989

Editor
Clarence "Gene" Burns

Published by
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Cover Photograph: University of Montana Physical Education Professor A.W. ("Tucker") Miller assisting eight-year-old Jill Robeson on a treadmill as part of a study comparing Western Montana school children to investigate whether daily doses of Physical Education -- including plenty of aerobic exercise -- makes kids leaner, stronger, and faster (Source: *Missoulian* / Kurt Wilson, Photographer).

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OF HEALTH,
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DANCE

MAHPERD
Winter 1989
Montana Association for Health, Physical Education, Recreation and Dance

CONTENTS

MAHPERD Business
From the Editor 4
New Horizons -- Opportunities in the 1990's 5
Joel Meier
President's Message 6
State Supervisor's Report: Winter 1989 7
Spencer Sartorius

MAHPERD Articles
The Relationship of Physical Education to Athletics 8
Clarence E. Burns
Nutrition and Physical Performance: What the Literature Reveals 13
Clarece Ball
Pay to Play: A Montana Reality 16
Scott T. Richter & Clarence E. Burns
The Effect of "Positive Action" on Elementary Students 19
Thomas R. Whiddon, Richard O. Shields, & Craig Brewerton

MAHPERD News/Dates/Announcements 21
Health Enhancement 26
Jump Rope for Heart: Montana Centennial Rendezvous 33

Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

Permission to reprint material from the MAHPERD Journal may be granted by contacting the editor.

MAHPERD Business

From the Editor

A new experience...a new challenge. I begin my editorship of the *MAHPERD Journal* with high expectations. My foremost goal is to enhance the professional integrity of the Journal consonant to that of other state publications. To achieve this goal I will need your help as active participants. Send me your comments, criticisms, and ideas. Send me important news and information. Send me photographs, book reviews, and manuscripts. Let me know what is taking place out there in health, physical education, recreation, and dance. The *MAHPERD Journal* will only be as good as its contents. Our collective goal should be to stimulate interest, increase knowledge, promote personal and professional awareness and develop understandings relative to issues and concerns pertaining to "our" professions.

What direction would I like to see the *Journal* take? In addition to functioning as the traditional newsletter, I would like to see the publication include more professional writing. Remember, the *MAHPERD Journal* is cited as a professional periodical in the *Physical Education Index*, a world-wide reference text available in college and university libraries. Authors and articles are indexed for easy reference and recovery. I strongly encourage professionals at "all levels" and with "contrasting backgrounds and varying interests" to submit manuscripts for possible publication in the *Journal*. If enough professional writing interest is generated, I would very much like to establish an editorial review board thereby validating the *MAHPERD Journal* as a refereed periodical. Such a conversion, however, will be entirely up to you. Are you engaged in professional writing? If so, please consider publishing with the *MAHPERD Journal*.

Funding is always a significant variable in regard to producing a blue-ribbon periodical. Materials, typing, printing, binding, colored features and photographs, and a distinctive cover jacket are all costly. Therefore, to supplement limited association funds, I have invited select publishing companies and Montana schools of higher education to advertise their textbooks and academic programs in the *Journal* for a small fee. Any and all fees collected as a result of this arrangement will be directly invested in *Journal* improvements. At the time of this writing, however, response rate has been poor. If you are aware of any suitable organization that would be interested in this proposition, please put them in touch with me.

Again, let's make the *MAHPERD Journal* first-rate, I ask and encourage administrators, school counselors, coaches, wellness directors, health personnel, recreation and dance specialists, teachers, students, and other professionals to take an active role in helping me upgrade the *MAHPERD Journal*.

Clarence "Gene" Burns, Editor

Address:

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NOTE: I apologize if any particular professional area is not adequately represented, but the present journal publication reflects the submissions and communications my office has received. In the process of changing editors, a great deal of news and information may have been lost in the shuffle.

No person was ever honored for what he received. Honor has been the reward for what he gave.
Calvin Coolidge

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NEW HORIZONS -- OPPORTUNITIES IN THE 1990'S

Joel Meier

AAHPERD has experienced great success in the past decade. Jump Rope for Heart, Physical Best, and Applied Strategic Planning are just a few of our significant programs. Other exciting endeavors include the Fit to Achieve project, national legislation on health programs, and the congressional mandate for quality daily physical education. We should be proud of AAHPERD's major accomplishments of the 1980's, and MAHPERD's as well.

Yes, together we have made a difference, but now our challenge is to reach beyond. As we quickly approach the 1990's, we can not afford to rest on past laurels. For organizations to experience continuous growth and prosperity, no one year can be like another. This is especially so for institutions dedicated to serving great public interests. Times change too swiftly to permit ourselves to be trapped by satisfaction or contentment. Therefore, with renewed motivation and enthusiasm, now we should look optimistically toward new horizons -- the opportunities of the 1990's.

While capitalizing on new opportunities, AAHPERD and MAHPERD will be challenged to increase our overall stability by expanding existing programs, services, and public relations efforts. We must become better known as the true leaders in our professional fields, and improve our professional image with internal constituents and external clientele. Also important will be acceptance and instigation of new applied strategic plans, as well as efforts to develop a stronger membership and financial base.

MAHPERD's and AAHPERD's new agenda for the future should include more opportunities for professional growth and service to our members, added emphasis on substance abuse and AIDS, advanced opportunities for movement education for the very young and old, more concern for the protection and proper use of our natural environment, a re-emphasis of the arts, and expanded opportunities for new job settings and markets in the corporate world. "Entrepreneurship" and "innovation" are the buzz words for the 1990's.

The decade of the 90's has the potential to be the most fertile era for our professions. Providing all of us are truly committed to remain at the cutting edge of our professional fields, progress and change will take place. As we move into the twenty-first century, this commitment is needed to ensure our place in society commensurate to the inherent value of our services.

Joel Meier
AAHPERD President-Elect

The future holds great promise for our professions, primarily because our activities are firmly grounded in a strong tradition of devotion to professional excellence. We would be most foolish however, to imitate Voltaire's Dr. Pangloss, who persisted in viewing the world through rose-colored glasses and as a consequence falsely concluded that he lived in the best of all possible worlds. Our world is demanding and competitive, so it will take our best efforts to survive and prosper in this increasingly rigorous environment. Unquestionably, we have what it takes to do so. In the years ahead our foremost task is to continue the momentum we have begun and to capitalize upon the many professional initiatives we have developed. With your help, we can do this. Together, let us eagerly face new horizons -- the opportunities of the 1990's.

SEND IN YOUR ARTICLES/NEWS!

Articles are Solicited on:

- Computers in Health & PE
- Research Projects
- Philosophical Essays
- Physical Fitness
- Curriculum
- Testing
- New Ideas/Activities
- Pedagogy
- Legal Issues
- Adapted PE
- Book Reviews
- Outstanding Students, Teachers, Programs

PRESIDENT'S MESSAGE

Dear MAHPERD Members...Happy New Year! And, hopefully, your entire school year is progressing according to a well-defined curriculum.

The newest push nationally has been for quality, daily physical education. The "Quality" is the aspect for which, I hope, all of you are striving. March will be a busy month. A Strategic Planning session for the Executive Board plus their Spring Board Meeting. If any of you have any concerns, please write a note and let us know. We will also be planning next Fall's convention at that time. Please send any of your ideas regarding sessions by the end of February.

March also has the Legislative Fitness Day on the 3rd, plus the Jump Rope teams for the Centennial Rendezvous that evening. That next week, March 10-11, will be Northwest. Hopefully, I'll be seeing many of you during those sessions. April brings the National AAHPERD Convention in Boston. What a thrill to listen to speakers on the national level. The first week of May is Physical Education Week. Plan something special.

Continue your good work and I'm hoping to hear from you soon.

Jeri Domme

WHAT KIND OF MEMBER ARE YOU?

Some members are like wheelbarrows. They have to be pushed.

Some members are like canoes. They have to be paddled.

Some members are like kites. They will fly away if not kept on a string.

Some members are like footballs. You don't know which way they will bounce.

Some members are like balloons. They are hard to blow up or are full of wind.

Some members are like semi-trailers. They have to be pulled.

Some members are like lights. They keep going on and off.

Some members are like the North Star. They are there when needed and are a guide to others.

What kind of member are you?

Working Toward Excellence: A Continuous Process

STATE SUPERVISOR'S REPORT WINTER 1989

Spencer Sartorius

I hope that the school year is going well for all of you. If you're like me, the time has been going fast (sometimes too fast, and the end of the year will soon be upon us. The past few years have really been an exciting time for education and especially exciting for health and physical education.

The big change for Montana will be the transition into the new set of Accreditation Standards as outlined in the Project Excellence report. These standards and the new Health Enhancement Curriculum will have a dramatic impact on the way we are teaching kids in our K-12 schools. It will also ultimately impact the University System and the way our future teachers are being prepared.

As you are probably aware, things with Project Excellence could change as a result of Legislative involvement. There appears to be a lot of unanswered questions at the time I am writing this report. One thing does appear clear, however, and that is that schools will have plenty of time to move into compliance with the new standards. In fact, at last report, full compliance would not be required until the year 2000.

There are a few things at the national level that are important to note. First, Congress has passed their new drug bill appropriation and the result is that 100 million dollars will be added to the Drug-Free Schools and Communities program next year. Those are monies that your district is probably getting and you should be aware of how they are being spent. Another part of the bill extended the program for an additional four years. Since we are in the second year of the first program, that will mean another 5 years of Drug Free Schools money coming to Montana.

The other federal program of note is the AIDS Education efforts of the Centers for Disease Control. The CDC has given us a grant which has allowed us to hire an AIDS Education Specialist, Laurie Volesky. Our primary efforts this school year will be to develop an AIDS Education Curriculum Guide which should be back from the printers by mid-January, conduct workshops regionally around the state for teachers and administrators, develop policy guidelines for districts and train a corps of "Regional Trainers." Much of this has been or will soon be completed. If you have questions, concerns or requests, please direct them to Laurie Volesky at 444-3178.

I am currently Secretary for the Society of State Directors for Health, Physical Education and Recreation. This is the professional association for people who hold positions similar to mine in state departments of education. Some states have one or two people similar to Montana while others may have a dozen. I will be taking over as President-Elect of the Society at the AAHPERD Convention in Boston this April.

My position within the Society has meant that I have been invited to attend several meetings by various agencies. I have been given a lot of information not yet made public and I see a fantastic future for our field. The impetus that health education will get from things like AIDS Education efforts, health initiatives for the year 2000 and wellness will increase the importance of all health education programs. The increased public awareness of fitness, nutrition, and stress will lead to the demand for quality, daily physical education programs.

The Centers for Disease Control is right now working on a definition for "comprehensive health education." Although the terminology is not new and various authors have defined it several ways, we have not had a federal agency take the lead in advocating what constitutes a comprehensive program. I can assure you that not only will the definition include basic classroom health education instruction, but also the physical education program, counseling, health services and programs for staff wellness. This emphasis could have far-reaching significance.

APRIL 7, 1989

HEALTH FOR ALL: PASS IT ALONG

MAHPERD Articles

THE RELATIONSHIP OF PHYSICAL EDUCATION TO ATHLETICS

Clarence E. Burns
University of Montana

Research indicates that when improperly focused, athletic campaigns can produce a number of disturbing problems (Ball, 1976; Coakley, 1986; Eitzen & Sage, 1986; Sage, 1978; Talamini, 1973). From an educational perspective, MAHPERD considers the most alarming problem to be the "overemphasis" of competition in schools athletics.

Pressure to "win" and the "we're number one" ethic are major criticisms lodged against interscholastic athletics today (Libby, 1982; Lumpkin, 1986). MAHPERD urges that physical educators give serious consideration to this problem. Since many coaches are physical educators, the attitudes associated with successful coaching often overshadow those of effective teaching. The result is excessive competition being manifested in physical education classrooms. Consequently, rather than providing wholesome physical "education" experiences, teacher/coaches are promoting physical "competition" (Freeman, 1987).

When physical education classes accentuate rivalry, performance, and strategy skills, the focus can too easily shift toward the locating, training, and developing of successful athletes and teams for athletic programs. In essence, physical education programs become "farm systems," administered by and for coaches, with more prominence given to serving the needs of the minority rather than the majority. Instead of being an educationally relevant facet of physical education programs, athletic activities are provided to benefit athletic departments.

A case in point is an editorial that appeared in a Montana newspaper in which a former student described her high school physical education experience. Though she graduated as her class valedictorian, she felt this honor was threatened by a low grade in physical education. Presumably, her class centered around athletic mastery (product) rather than effort and development (process). This wrongful encroachment of athletics on physical education is apparent in her description:

"Some people are naturally athletic and others are not. I never understood why high schools tend to punish those of us who were not....what about the poor kids who struggled, struggled, struggled, and never could perform to the teacher's approval, but tried much harder than the class stars?...It's such an inequity to pitch the nonathletic kids against those sport stars. How could we have possibly competed with them? Talk about unfair!" (*Missoulian*, December 14, 1987, p. 4).

In situations that promote physical competition, winning is synonymous with success. Inevitably, the outcome is many more losers than winners. When physical educators use direct competition, in which sizable numbers are destined to fail, are we unintentionally sending a message to students to avoid failure rather than seek success? The major concern in education is learning...the process of seeking success by providing an environment conducive to maximum development.

When success is seen as likely, motivation is high, when success is seen as unlikely, motivation is low (Leonard, 1988). Research indicates that many children quit competitive sports and games because of an overemphasis on competition, little participation time, and/or their experience was not successful or rewarding (Orlick & Botterill, 1975; McPherson, 1978). "Should we not concentrate more in our teaching of motor activities on the pleasure of doing and less on the value of winning or the threat of failing?" (Martens, 1978). Would not such a focus in the physical education classroom also work in the reverse fashion to induce the not-so-bright, physically endowed student to seek success in academic areas the rest of the day?

When athletic competition is overemphasized, promoted for triumphs and notoriety, education relevance is severely diminished (Freeman, 1987; Kniker, 1974; Schafer, 1971). By permitting the overemphasis of athletic competition

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This article represents the official MAHPERD position regarding the relationship of physical education to athletics as adopted by the Association, Fall 1988. Appreciation is extended to Dave Oberly, Mike Fischer, Shirley Chesterfield, and Linda Paull for their comments and suggestions as primary and secondary reviewers. Appreciation is also extended to Sharon Dinkel Uhlig (Past President) and the Association Executive Board for their invitation to author this position statement.

to permeate its boundaries, physical education invites the same disparaging evaluation. By tolerating the intrusion, physical education is guilty of misrepresentation and physical mis-education. Allowing a curriculum-based program to compromise its educational significance, is self-destructive. Moreover, the profession embraces and endorses the popular view that physical education and athletics are one in the same.

There are many sources encouraging the encroachment of athletic competition upon physical education. These same sources nurture the relentless view that physical education and sport are inseparable. A significant cause is the teacher/coach role conflict. Research is convincing. Many physical educators do experience conflict between the dual roles of teacher and coach (Chu, 1981; Locke & Massengale, 1978; Massengale, 1981). The major determinant of the conflict is the inordinate amount of time required for each role. The impossibility of fulfilling the requirements of both positions is complicated by attractive social and personal incentives that make coaching the paramount role.

Physical education is burdened by a troublesome stereotype. The physical education teacher is perceived as "coach," not teacher. To students, parents, and the public, the role of physical educator and coach are synonymous. The origin of this stereotype is self-induced and self-fulfilling. The latter is the most alarming. Consider, for example, the following description of how such an image is created and sustained:

"The physical education teacher -- often called coach -- begins a class with a few calisthenics...organizes the class into teams for a game...gets the game started, and then retires to the side of the gym or the field, where he or she spends the rest of the period working on plays that he or she hopes to practice with the team that afternoon...The roll-out-the-ball teacher who is really more interested in coaching than teaching is the image of physical education that is most widely presented to the public in books and films and on television" (Siedentop, et al., 1986, pp. 96-97).

This stereotype is certainly not an accurate representation of all physical educators, but substantial evidence suggests that physical educators do put less into their teaching in order to put more into their coaching (Massengale, 1981; Siedentop, et al., 1986). The role conflict between coaching and teaching often creates a situation where an increase in coaching loyalty results in a decrease of loyalty to the school and the academic setting (McAleese, 1987). This ill-fated scenario appears to be the rule rather than the exception (Begly, 1987).

Such a predicament is not surprising considering that teachers interact with and are primarily evaluated by students. Coaches, on the other hand, being highly visible, are judged by parents, peers, administrators, and a temperamental public. An excellent teacher/losing coach is likely to be condemned or terminated while a mediocre teacher/winning coach is praised and promoted. With the coach receiving far greater attention -- honor, publicity, and status -- the teacher is relegated to a subordinate role.

There are basic similarities between teaching and coaching. Both provide, for example, excellent opportunities to promote physical, emotional, social, and intellectual development through movement and participation. But there are also some important distinctions. One significant difference is in the way the respective groups are administered. The strategies and techniques of a teacher are directed toward providing equal learning opportunities for all students without bias. In contrast, the coach is institutionally sanctioned to deny the less skilled performer the opportunity to participate. Thus, athletics is by nature "a process of exclusion while physical education classes are based on inclusion" (Gensemer, 1985, p. 192).

The characteristics of each group are also notably different. The teacher manages a large group with skill abilities ranging from poor to refined. Moreover, the group is likely to be coeducational and contain one or more students with handicapping conditions. The coach, however, selects a small, elite group made up of the gifted and talented. Physical education seeks to assist every student, while athletics are oriented toward the most skilled. The gifted certainly deserve the opportunity to fully develop their talents, but that right does not overstep the right of the majority to have their needs respected and met. It is physical education's commitment to the majority that ideologically sets it apart from athletics.

School-age children are becoming increasingly overweight and inactive. The physical fitness levels of school-age children have been declining significantly over the past 20 years (Puzo, 1988; Zito, et al., 1987). The decline in physical fitness is often attributed to a lack of parental involvement and a de-emphasis of organized physical activity in the schools.

Such findings should not be taken lightly as the failure to establish exercise and fitness habits during childhood increases the chances of developing various health problems in later years. This is a national problem that physical education can address much more effectively than athletics because

of the difference in philosophical orientations. Since athletic campaigns cater to youngsters who are presumably fit, gifted, and talented, the challenge of promoting fitness and health should rightly fall under the jurisdiction of physical education. Physical educators who rise to this challenge and provide high quality programs which meet the health and fitness needs of those who need it most, help make it possible for these children to become happy, healthy, and active individuals.

Physical education, however, will never effectively address this challenge or any other until each member recognizes the importance of practicing good public relations. Public opinion is powerful, and individuals, organizations, and institutions succeed or fail in terms of its influence (Bucher, 1979). Few physical educators have been directly involved in promoting and publicizing the educational benefits of a good physical education program. Physical educators have not usually been aware of the need to explain in a systematic manner the results and value of their teaching (Pestolesi & Baker, 1984).

Ignoring the importance of informing an uninformed public is educational negligence. Physical education programs at all levels face financial cutbacks. In some cases this is a small loss of funding; in others, entire programs may be eliminated (Lumpkin, 1986). Frequently, this occurs because far too many physical educators are apathetic when it comes to publicly cultivating the value of physical education, independent of athletics. Physical education is burdened by an athletic image, a coaching stereotype, and an educational frill perception because few professional members are promoting otherwise. Instead, "physical education is often seen by the public as the tail end of the athletic program" (Freeman, 1987, p. 298).

Our objective as educators is to educate. Because its purposes are misunderstood, parents, voters, and legislators have not been informed about physical education's positive outcomes. Physical education is essential to each child's well-being and immediate action should be taken to elevate its entitled image and national significance.

POSITION RECOMMENDATIONS

Because the scope, intent, and ideology of physical education is significantly different from that of athletics, and because of increasing concerns related to the encroachment of athletics programs on school physical education programs in Montana, MAHPERD strongly encourages its physical educators to adopt and adhere to the following recommendations:

1. Athletic activities should be a basic part of the physical education program when the development of physical fitness and skill movement, together with wholesome recreation and desirable social development, are fostered for all students. Physical Education's use of athletic activities should not be promoted just for the benefit of the gifted and talented.

QUALITY DAILY PHYSICAL EDUCATION PROGRAMS

2. Physical Education activities should stress cooperation, loyalty, appreciation, consideration for others, respect for the rules of play, and similar aspects of good sportsmanship. When competition is inherent in a particular activity, it should be properly focused in an ethical, healthful, and wholesome fashion. Competition should never be conveyed or signified as a means to an end. WE MUST AVOID THE DIVISION OF STUDENTS INTO WINNERS AND LOSERS. We must provide experiences which support a success prophecy.

3. Physical educators should endeavor to give personalized instruction to all students whenever possible. Through individualized instruction, students should realize a positive self-image and develop physically, emotionally, and intellectually through a body that is physically fit. "A good physical education program is for **everyone**, not just for the gifted athlete."

4. Every educator/coach should assess his/her professional situation relative to role conflict. There are many things to be achieved by the physical educator/coach in the demanding dual role, but the purpose and the energies must be channeled appropriately. Physical educators must teach. Physical educators must be willing to accept the responsibility for learning in physical education. Being a good coach in the athletic arena does not translate into a good reason for being a poor physical educator in the classroom. Both jobs must be performed as if each were the most important. The teacher/coach must be accountable for the impact made on every child -- whether this be a student in a physical education class or an athlete on a sports team -- during the course of every day. Each student is important and deserves the basic right of good instruction. Develop a personal philosophy that demands excellence in both roles.

5. Become aware of the importance of public relations, basic political skills, and promotional concepts. Physical education is important and the

public needs to be told. Each professional should be able to tell parents and the public what a good physical education program is, the importance of children being involved in a good physical education program, and how physical education is educationally important and distinct from athletics, play, and/or recess. A good physical educator promotes physical activity as a way of life and can explain the values of a sound program to a diverse public within the educational institution and the surrounding community. Become an involved professional.

6. The knowledge required of physical education teachers (methodology, conceptual understandings, and ideological/philosophical development) is different from that required of a coach. As such, the last recommendation is directed to all college and university teachers who are involved in the preparation of future physical educators. Our college and university physical education programs need to reemphasize and make certain that graduating physical educators are fully aware of their responsibilities to their students, athletes, and their professions. All of the problems and issues presented in this paper should be a part of the course work for every college and university physical education student.

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You will not learn from me philosophy, but how to philosophize - not thoughts to repeat, but how to think. ***-Immanuel Kant***

NUTRITION AND PHYSICAL PERFORMANCE: What the Literature Reveals

by Clarece Ball, B.S.,M.A.T.

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MACRONUTRIENTS AND PHYSICAL PERFORMANCE

According to the United States Senate Committee on Nutrition and Human Needs, Americans are not consuming a well-balanced diet; even those who can afford to do so. Athletes are no exception. In addition to falling into the fast food lifestyle of most Americans, athletes' diet habits are often restricted by the situations and/or conditions of their events.

It is frequently difficult to consume a well-balanced diet during such events as the marathon, swim meets, track meets, even basketball games. Athletes need to be concerned about dietary energy supplies for training and competition, as well as energy for every day activities.

Most current research indicates that a well-balanced diet as recommended by the U.S. Food and Drug Administration is not sufficient for athletes. The diet recommended by the U.S.F.D.A. is 55-60% Carbohydrates, less than 30% Fat, and 10-20% Protein. Recent research has only disagreed on the Carbohydrate content, suggesting that athletes need 65-70% complex carbohydrates (pasta, potatoes, whole grain breads). It is also recommended that Fat content should be reduced to 25% or less.

Professionals who presented papers at the Conference on Nutritional Determinants in Athletic Performance in September 1981, say that complex carbohydrates are the primary source of muscle energy for strenuous activities that last up to 120 minutes.

After 120 minutes, fat becomes the primary source of energy for muscle contraction, after carbohydrates in the form of muscle and liver glycogen have been depleted. This does not mean that athletes, running a marathon, for example, need to increase their fat consumption. The body has the ability to store sufficient quantities of fat and also the ability to convert carbohydrates to fat.

Furthermore, the literature indicates that carbohydrate loading (also known as supercompensation), does not work for the majority of athletes. Since most athletic activity is of the short, explosive type, it is more important to replenish depleted carbohydrate stores on a more regular basis without going through the exhaustion-depletion phases of supercompensation.

The research points out that dietary carbohydrate consumption is important prior to exercise, during exercise (when the event permits), and post-exercise. The term exercise here refers to training days and competitive days.

"complex carbohydrates are the primary source of muscle energy for strenuous activities that last up to 120 minutes."

The diet consumed, say on Monday of training provides muscle and liver glycogen for energy 24-48 hours later (Tuesday & Wednesday), including fuel supplies for replenishing depleted stores the day after training or competition. Therefore, it's not enough to be concerned with just the pre-event meal, but what the athlete is consuming every day. And a diet containing 70% complex carbohydrates has been found to be the most effective for providing sufficient quantities of muscle and liver glycogen for approximately 90% of all activities.

Speaking of the pre-event meal; it is also of dietary importance in terms of providing high complex carbohydrates, but the meal also has a psychological effect on the athlete.

Noted professionals suggest the following guidelines for the pre-event meal: (Brooks/Fahey, 1987)

1. A moderate size meal 2 1/2 - 3 hours prior to competition.
2. It should be high in complex carbohydrates.
3. Eating a lean steak and eggs releases amino acids that act as "glucose timed-release capsules" for regulating blood glucose levels. (More on this later)
4. The foods should be familiar to the athlete.

FATIGUE, HYPOGLYCEMIA, AND BLOOD GLUCOSE LEVELS

Fatigue is associated with a deficiency of blood glucose and muscle or liver glycogen. Blood glucose supplies fuel for the brain. When blood glucose is low (referred to as hypoglycemia), supply to the brain is decreased, disturbing cerebral function. (Williams,1976)

The supply of glycogen in the liver can help maintain blood glucose levels for about 24 hours. If this supply is lost (depleted) during strenuous exercise, hypoglycemia will result with signs of weakness, dizziness, and exhaustion.

Maintenance of blood glucose levels for extensive strenuous exercise is accomplished with a diet high in carbohydrates tempered with protein. The relationship of protein to this carbohydrate function is discussed in a later section.

In addition, monosaccharides such as sucrose, have to transported in the blood. That is the job of insulin; to primarily transport blood glucose to the brain. But the adrenal gland doesn't stop secreting insulin when blood glucose is low; insulin will continue its job until blood glucose is absent. This results in hypoglycemia, signified by weakness, dizziness, and occasionally blacking-out.

"Maintenance of blood glucose levels for extensive strenuous exercise is accomplished with a diet high in carbohydrates tempered with protein."

Physicians control hypoglycemia (low blood sugar) in patients by recommending they consume a diet rich in protein and complex carbohydrates; avoiding sugars and simple carbohydrates (sucrose, fructose, honey, syrup).

IS PROTEIN SUPPLEMENTATION SENSIBLE?

All of the literature considered here, stated that in most cases, protein supplementation was not necessary. However, there are some instances, or types of athletes who may need protein supplementation. The readings indicated that adolescents in the developmental stages (ages 11-14) and athletes training for strength and speed may benefit from protein supplementation. (Williams, 1976)

It should be noted that protein supplementation is recommended for athletes in the developmental stages of life (11-14) and for those training for strength and speed. (Williams,1976) Furthermore, since muscle tissue grows at a rate of 10 mg per day, achievement of muscle growth needs an additional 10 gm of protein per day. (Layman, 1987) Other research documented in THE HEALTH LETTER, indicates that if a person grows one pound of new muscle per week, he needs 100 gms of protein per week, or 14.3 gms per day. (Lamb, 1988) But, keep in mind, this requirement only exists if the athlete is training for strength and speed.

Food supplementation should include fish and poultry, legumes, egg whites and milk. If the athlete chooses to use a protein powder, choose a high quality protein powder with a PER (Protein Efficiency Rating). Many protein powders and protein tablets only contain three or in some cases just one amino acid. This is not sufficient.

VITAMIN SUPPLEMENTATION

The most commonly supplemented vitamin in athletics is Vitamin B12. A deficiency in B12 can lead to anemia, which may exhibit signs of fatigue and weakness. But, since B12 is found in sufficient quantities in animal products, supplementation is not necessary in most cases. Lactovegetarians may suffer from a serious B12 deficiency since they do not eat animal products. Perhaps the feeling of weakness and fatigue is due to a lack of dietary carbohydrates or even overtraining.

The B-Complex vitamins have been shown in some studies to play an essential role in energy metabolism (Lasswell, 1981). According to Williams (1976), earlier research indicated that B-Complex supplementation may aid in decreasing fatigue.

However, this author would suggest moderation and common sense in supplementation until further, more extensive research can be done in the area of vitamins and physical performance.

FLUID INTAKE AND PHYSICAL PERFORMANCE

With all the literature and information available to coaches and athletes, we all are aware of the value in fluid intake for efficient physical performance.

What we may not know is when is fluid intake best and in what quantities. The current readings on this subject, suggest a technique known as overhydration.

"water should be the fluid of choice in activities under two hours in length"

.Since the thirst center shuts down during and immediately following strenuous exercise, it is often dif-

ficult to get athletes to drink enough fluid following competition or a workout to sufficiently replenish what was lost. (Fink, 1981). To avoid or prevent the problem this presents, researchers experimented with overhydration with exciting results. (Fink, 1981)

A couple of overhydration plans were suggested. One: drinking 2-3 liters of water before and during exercise; and Two: drinking 12-16 ounces two hours before the start of exercise and 12-16 ounces 30 minutes prior to exercise.

Another important factor of fluid intake is the speed of gastric emptying. Logically, we can assume that the faster the fluid empties the stomach, the faster it gets into the system. Two factors affect this gastric emptying: (1) the temperature of the fluid; and (2) the osmolity (concentration) of the fluid.

Cold drinks (40-50 degrees, refrigerator temperature) empty faster than warm drinks. (Fink, 1981) The cold increases stomach motility causing it to empty faster.

Another important factor affecting gastric emptying is the drink's concentration (it's osmolity) particularly the sugar content. Sugar slows the rate of emptying. Therefore, it is suggested that until further research is done in this area, water should be the fluid of choice in activities under two hours in length.

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PAY TO PLAY: A MONTANA REALITY

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Interscholastic athletics are an integral part of Montana life being highly valued by a plethora of interest groups too long to list. Persisting budget problems, however, are resulting in fewer dollars to fund quality athletics programs. Consequently, interscholastic athletics are on the verge of infringing upon academic programs owing to compulsory competition for scarce monies. This repressed scenario raises some important questions about the future of interscholastic athletics in the state of Montana. Given the current economic realities it is unlikely that funding for interscholastic athletics will come from state and federal agencies. Cutting back athletic programs and tax increases are regrettable solutions. Will adequate funding occur at the expense of academic programs? Can a compatible relationship exist between athletics and academics amid increased competition for dollars? Where are we headed?

To counteract budget constraints, many schools districts around the nation have chosen to implement a required participation fee for each sport. In Michigan's Lapper High School, for example, each student athlete must pay a fee of $275 per participating sport (Flax, 1988). Based on extensive phone interviews, athletic administrators in Montana are well aware of this practice while predicting a similar script for their school districts in the near future. With the freezing of property taxes mandated by Initiative 105, Montana is attempting to finance a statewide school system on 1986's budget which was inadequate at the time. A similar situation exists in Revena, Ohio. After a successful campaign that froze property taxes, student-athletes must now pay $225 to participate in football, soccer, or volleyball while participants in golf or marching band pay $75 (Flax, 1988). With the constant threat of teacher layoffs, lack of adequate school materials, pupil shortages, and library deterioration, it is becoming increasingly difficult to justify extracurricular spending.

PATRONS OF PAY TO PLAY

The "pay to play" trend has been associated with a considerable amount of controversy. On one side of this controversy is the belief that athletics should be separate from academics. According to this argument, athletic participation is a privilege, not a right. "Pay to play" advocates are often elderly and/or childless. Why pay for a service you do not use? Some parents, however, do support the "pay to play" solution. These advocates are usually parents of private school children who are expected to pay costly tuition and special activity fees while also paying local, state, and federal taxes for public education. Some proponents of the "pay to play" thinking further suggest that as a result of former President Reagan's federal cuts and tax-cutting movements...Americans must be resolved to the philosophy that "those who use must pay" (Parkhouse & Dennison, 1984). Other supporters argue that implementing extracurricular activity fees will force local, district, and state residents to confront the severity of reduced school budgets thereby compelling them to labor toward workable and long term solutions (i.e., fund raising strategies). Perhaps the most controversial patrons for the "pay to play" concept are those who believe athletics are not part of the educational process...they are **extra**curricular, not **co**curricular.

OPPONENTS OF PAY TO PLAY

Many school officials and politicians feel the "pay to play" option is only a band-aid approach to temporarily hold things together while another solution is developed (Flax, 1988). Some adversaries of the "pay to play" solution see it as the beginning of the end of amateur athletics. Since winning is such an important social value, talented athletes who can contribute to this tradition will be subsidized by boosters, not unlike collegiate athletics. On the sympathetic side, the financially impoverished and less talented student-athlete who wishes to participate, deserving of a chance, may be discriminated against. What about parents who will demand, because they pay, the right to select who coaches their son or daughter or the right to see their child play as much or more than other children?

Perhaps the most significant argument against "pay to play" is the inherent discouraging factor. As adults, we shop for clothing, housing, food, and transportation very carefully. Our decisions usually rest on how much we can afford. Will we not be asking our children to do the same? "But son, we paid your football activity fee, now you want us to pay for basketball...I'll make an exception this time, but just make sure you don't come asking for track, band, or drama money!" **Money alone can be a discouraging element.** If money becomes an integral factor in extracurricular participation, students will not as freely or independently approach different learning experiences. Placing barriers between a young developing person and the chance to try (participation) is no different than imposing restrictions on self-discipline, self-esteem, learning

to cooperate and work with others, motivation to set goals and achieve goals, and the competitive and innovative spirit.

FENCE-RIDERS

As with any controversial issue, there are always those who can agree and disagree in the same breath. With the "pay to play" controversy, the fence-riders disagree with the basic principle, but believe the idea is better than total elimination of athletic programs which seems the obvious alternative.

MONTANA

The majority of athletic directors contacted via phone interviews reported that Montana high schools require student-athletes to pay an activity fee ranging from $15 to $30. Though this seems a far cry from Michigan's $275 or Ohio's $225, it appears that the mechanism is in place for increased fees. In many cases, Montana student-athletes pay, in addition to required participation fees, for some equipment as well as for meals and/or lodging during travel games. The majority of interviews also revealed that the cost of participation and incidental fees would likely increase if alternative funding methods are not devised. Only a small percentage of respondents were not aware of the "pay to play" concept and even fewer thought that such a practice would become reality in Montana.

LEGALITY

The legal right for schools to require a fee for participation varies from state to state. When state courts examine this issue, it is first determined whether free public education is a fundamental right of all citizens. If it is ruled a fundamental right, the next crucial decision is whether participation in extracurricular activities is an integral part of free public education. The Supreme Court of California in the case of *Hartzell v. Connell* (1984), for example, ruled that all educational activities, whether curricular or extracurricular, must be free of charge as evidenced by the following decision:

"...Access to public education is a right enjoyed by all --not a commodity for sale. Educational opportunities must be provided to all students without regard to their families' ability or willingness to pay fees or request special waivers. The fundamental feature of public education is not contingent upon the inevitably fluctuating financial health of local school districts" (Pepe & Tufts, 1984, p. 2).

In Montana's neighboring state of Idaho it was determined by the State Supreme Court, in the case of *Paulson v. Minidoka County* (1970), that "social and extracurricular activities are not necessary elements of a high school career." In other words, Idaho schools have the right to charge fees for extracurricular activities (Pepe & Tufts, 1984, p. 2).

In Kentucky school districts have always been legally able to charge fees for extracurricular activities provided that no child is denied the opportunity to participate in any educational program because of a parent's inability to pay.

Montana's 1889 Constitution guaranteed a general, uniform, and thorough system of public, free, common schools. What constitutes a thorough system of public schools has been interpreted by the Montana Supreme Court in *McNair v. School District No. 1* (1930), and reinforced by the case of *Granger v. Cascade County School District No. 1* (1972) which is evidenced by the following language found in *McNair* and supported in *Granger*:

"...it is clear that the solemn mandate of the Constitution is not discharged by the mere training of the mind; mentality without physical well-being does not make for good citizenship -- the good citizen, man or woman, who is of the greatest value to the state, is the one whose every faculty is developed and alert.

"Education may be particularly directed to either mental, moral or physical powers or faculties, but in its broadest and best sense it embraces them all...To educate is to 'lead forth, bring up...to develop physically,' and education is 'the totality of the qualities acquired through individual instruction and social training, which further happiness, efficiency and capacity for social service of the educated.' "

Additional support for extracurricular activities as constituting an integral part of the total education process was strengthened in the case of *Moran v. School District No. 7, Yellowstone County* (1972) whereby the court ruled that extracurricular activities such as football are "generally recognized as a fundamental ingredient of the educational process...thus it is apparent that the right to attend school includes the right to participate in extracurricular activities."

Hence, it was the law in Montana that participation in extracurricular activities was a fundamental ingredient of the educational process. Such a right, however, was later to become a privilege in *Bartmess v. Board of Trustees* (1986) in which the plaintiff sought relief from the 2.0 grade average rule

enforced by the Helena School District. The Supreme Court held that:

"... (1) participation in extra-curricular activities is not a fundamental right under the State or the Federal Constitutions, and (2) rule of school district requiring a student to maintain a 2.0 or 'C' grade average for preceding nine weeks in order to participate in extracurricular activities in following nine-week grading period operates as an incentive for those students who wish to participate in extracurricular activities and is not violative of equal protection and equal educational opportunity concepts."

SUMMARY

Based on the *Bartmess v. Board of Trustees* decision, participation in extracurricular activities is presently a "privilege" in the state of Montana. As such, "pay to play" is more a reality than merely a possibility. As previously mentioned, many Montana schools currently require student-athletes to pay activity and incidental fees for what is now legally defined as the "privilege to participate." With the "pay to play" mechanism already in place, one would surmise, relative to statewide budget woes, that participation fees will increase and flourish.

Is this the direction Montana wishes to go? If not, interest groups must quickly respond by exploring alternative options that will guarantee the future of interscholastic athletics as a viable part of public education. The developing plot is simple...allow participation in interscholastic athletics to become the right of those who can pay, become extinct, perhaps replaced by intramural and/or club programs, or brainstorm some practical solutions and share them with the rest of Montana.

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The Resource

SUPPORT YOUR JOURNAL

THE EFFECT OF "POSITIVE ACTION" ON ELEMENTARY STUDENTS

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Richard O. Shields
Craig Brewerton
University of Montana

"Positive Action" (PA) is a K-7 classroom curriculum that focuses on behaviors as an approach to develop health promotional attitudes in elementary-aged students. The self-contained curriculum packets provide the classroom teacher with a curriculum guide, methods, strategies, and materials to 140 lessons per year in each grade. Classroom lessons are scoped and sequenced to reinforce positive behavior of each student. Lessons are coordinated so that the same basic concepts are taught at each grade level simultaneously, yet using different materials appropriate to age-level capabilities. Lessons at each grade level are organized into the same six instructional units plus a review unit:

One:	Self-concept: Definition, Formation, Importance
Two:	Positive Actions for Physical and Intellectual Health
Three:	Management of Self and Resources; Learning to be Responsible for Your Own Behavior
Four:	Getting Along With Others by Treating Them the Way You Like to be Treated
Five:	Telling Yourself the Truth
Six:	Continual Self-improvement and Goal Setting
Seven:	Review

While the presumed most efficacious approach is to present a lesson daily, the curriculum guide is flexible and does allow the teacher the freedom to rearrange or omit certain lessons. As the curriculum has had a paucity of research studies, concrete guidelines are absent and one can only assume the number of contacts per week necessary for behavior changes. Normally, the lessons are for 15-20 minutes a day and the developer recommends four to five days a week.

Dr. Carol Allred, the developer of PA, implemented the program into the Twin Falls, Idaho, schools in 1977. Over a decade later, PA is reported being used in more than 1000 schools across the nation, Canada, and Australia. Recently, Russian educators met with Positive Action with the intent to implement the program into Soviet schools (*Positive Action Newsletter*, March, 1988).

One would expect that a curriculum being adopted extensively on a national and international level would have an impressive list of refereed journals extolling the virtues of the curriculum. The contrary prevails, however, as a dearth of published articles exists about PA or about the impact of PA on children. The tenor of the positive change in behavior is found in local studies where controls are either lacking or variable control is inadequate. Thus the review of literature is comprised solely of unpublished reports.

Several studies have reported that PA improves self-concept. Allred (1984) reported a significant gain in the self-concept scores of elementary student in a Boise, Idaho school after being exposed to PA for a year when contrasted with elementary students in the same system who had not experienced the PA curriculum. Lee (1984) found that after five months of PA the students in Grades 1 through 6 improved their self concept scores so that the mean differences were significant at the .0001 level.

Positive changes in discipline have occurred after implementing PA. Williams (1987) attributed the decline in the discipline referrals which fell from 162 in 1983 to 17 in 1987 to the PA curriculum that Adams (Oregon) Elementary School implemented in 1985. Duvall (1986) reported that students in a treatment school in Buckhorn (Florida) Elementary School which instituted the PA curriculum had fewer documented referrals at every grade (K-5) than at the non-treatment schools.

Other studies have been compiled that indicate students involved in PA become not only better students but improved citizens. Researchers conducted studies in elementary schools in Idaho (Stephenson & Butler, 1978), Florida (Duvall, 1986), Oregon (Williams, 1987), and Washington (Cowan, 1987) to determine the impact of PA upon academic achievements and found positive results. Stephenson and Butler (1978) found students in a PA school had significantly fewer absences than students who attended a non-treatment school.

With the approbations cited from research data, the findings that most teachers, parents, and principals rate the PA program quite positively, should be expected. A study reported in Allred (1988) which investigated the attitudes of teachers, parents, and principals included the findings that the percentages of those that either agreed or strongly agreed with the merits of PA were 91% of teachers, 92% of parents, and 98% of principals.

Rather than accept these aforementioned commendations, the authors conducted a study to assess the changes in attitudes of students in Grades 1-5 in three Western Montana schools that had selected to begin the curriculum during midyear of

the preceding school year and contrast that to changes in attitudes of students in three comparable schools in the same area without PA. Only the students that started and completed the school year were selected as subjects from both the treatment schools and non-treatment schools. The number of PA students and NPA students by grade are illustrated in Table 1.

Table 1
Number of PA and NPA Students by Grade

Grade	1	2	3	4	5	Total
NPA	103	157	47	96	65	468
PA	73	94	64	68	86	385
Total	176	251	111	164	151	853

During the first week of school, classroom teachers in PA and NPA schools administered the Positive Action Questionnaire (PAQ), a questionnaire developed by Positive Action, to obtain the pre-test data. During the third week of May the PAQ was readministered to acquire post-test data. The PAQ consisted of two parts: Side 1 contained 20 statements and Side 2 had six "words," "Me", "Family", "Adults", "School", "Classmates", and "Teacher".

While the number of significant changes for the PA students totaled three - two more positive and one more negative; the number of significant changes for the NPA students were nine - eight of the nine became more negative. After the first grade, the students' significant changes were toward a more negative attitude about either "Me," "Family", "Adults", "Classmates", or "Teacher". Contrary the PA students had fewer significant changes but the majority of them were positive. Was this trend a glitch in the data or does this tendency indicate some significant ability of PA to buoy sagging attitudes imbued in children by social institutions as they precariously strive to be adults? To examine the phenomenon that PA may possibly provide resistance to the declining negative attitudes as children approach puberty, a tertiary observation was made of the trend in the pre- and post-mean test scores. The trends by grade are presented in Table 2.

Table 2
Direction of Mean Changes Trend By Grade

Grade	1		2		3		4		5	
Change	+	-	+	-	+	-	+	-	+	-
NPA	4	3	3	4	2	5	1	6	1	6
PA	3	4	3	4	2	5	5	2	6	1

An empirical observation of Table 2 reveals that the trend in the changes of attitudes, although not all significant, tend to be more positive for PA students and more negative for NPA students in the later grades. While the pattern is distinct, the significance is tenuous at best. But again the question can be asked does PA buoy up sliding attitudes that seem to be prevalent during late childhood? The conclusions from this study are tentative. There is no distinct evidence the PA improves positive attitudes as measured by the PAQ. The magnitude of significant differences could be by chance as the number was small and no clear pattern emerged. Neither can the researchers seek relief from other studies due to the lack of control studies. While the findings raise questions regarding the quintessential conclusions that other researchers reported about PA, the study lacks the veracity to dispute or affirm Positive Action's claims about the PA curriculum.

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ELEMENTARY SCHOOL PHYSICAL EDUCATION
TEACHER OF THE YEAR

CRITERIA

A physical educator is defined for the purpose of this award as an individual who has major responsibility for teaching physical education in Grades K through 6 for a specific school or school system.

The teacher must be a person who:

1. Has had a minimum of six years teaching experience at the elementary school physical education level;
2. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
3. Utilizes various teaching methodologies and plans innovative learning experiences to meet individual student needs;
4. Conducts a balanced and sequential curriculum that reflects an understanding of child growth and development;
5. Assumes responsibility for his/her professional growth; and,
6. Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops or programs at these levels.

* *

SECONDARY SCHOOL PHYSICAL EDUCATION
TEACHER OF THE YEAR

CRITERIA

A physical educator is defined for the purposes of this award as an individual who has major responsibility for teaching physical education in Grades 7 through 12 for a specific school or school system.

The candidate must have a minimum of three years teaching experience at the secondary school physical education level. In addition, the teacher must be a person who meets the following criteria:

1. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
2. Utilizes various teaching methodologies and plans innovative learning experiences;
3. Conducts a balanced and sequential curriculum;
4. Assumes responsibility for his/her professional growth; and,
5. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

For Application See Next Page

PHYSICAL EDUCATOR OF THE YEAR

1. Candidate's name, address, and home telephone number: _____
2. Education background: _____
3. Present position, place, and location of employment, and years of service: _____
4. Name, title, and address of immediate supervisor: _____
5. Brief career summary, stating positions, locations, and length of service: _____
6. Professional affiliations and activities (e.g., membership in professional organizations, offices held, etc.) _____
7. Honors and awards received: _____
8. Services to the community: _____
9. Significant achievements in the field of physical education: _____
10. Attach letters of recommendation from school officials and prominent citizens relating to the criteria. (Please limit to six.)
11. Attach separate sheets, one for each of the criteria, outlining the candidate's qualifications under that criterion.Major consideration for the award will be given to these criteria.

SUBMIT NOMINATIONS TO: Joel Meier, Bob Williamson, Dave Oberly or Emilee DeKam

UNIVERSITY OF MONTANA
DEPARTMENT OF
HEALTH AND PHYSICAL EDUCATION

Graduate Assistantships and stipends available to highly qualified graduate students for the 1989-1990 academic year in

ADAPTED PHYSICAL EDUCATION

***PROJECT RISPE GRADUATE ASSISTANTSHIPS**

6 Graduate Assistantships available for full-time graduate students seeking a Master of Science Degree in HPE with a specialization in Adapted Physical Education ($4,500/AY)

***PROJECT RAISE GRADUATE STIPENDS**

6 Graduate Stipends available to physical educators and special educators who presently teach physical education to handicapped students eligible under P.L. 94-142 to receive specialized physical education and who would be able to attend night courses at the University of Montana ($2,000/AY)

DEGREE REQUIREMENTS (54 Quarter Credits)

Graduate Courses in Adapted Physical Education

Required Coursework (42 Quarter Credits):

HPE 370:	Physical Education & Recreation for the Special Student
HPE 470:	Assessment in Adapted Physical Education
HPE 471:	Methods of Teaching & Research in Adapted PE
HPE 472:	Motor Development for the Handicapped
HPE 473:	Program Development in Adapted Physical Education
HPE 505:	Internship in Adapted Physical Education

Elective Coursework (12 Quarter Credits):

Six credits out of HPE and 6 credits in/out of HPE

INTERNSHIP OPPORTUNITIES

The program offers excellent practical teacher-training experiences for its graduate students ranging from preschool through secondary

For more information, contact:

Mr. Ron Zeman
Director, Project RAISE

Dr. Tom Whiddon
Director, Project RISPE

HEALTH ENHANCEMENT

Health Enhancement teaches children the importance of achieving and maintaining a healthy lifestyle. It helps them actively protect, maintain, and improve their health and sensitizes them to society's critical health issues.

The Health Enhancement program is a comprehensive program that combines the disciplines of health and physical education. The present separation of these two critical elements is not in the best interests of our children. Healthy, well-nourished children learn better. A healthy state transcends the physical and includes mental, social, physical, and intellectual dimensions of self. Quality of life, health care, and the containment of health care costs will be major issues for all Montanans in the next century. By sensitizing our children to health care issues and establishing and encouraging health behaviors that can be maintained throughout life, we can positively influence Montana's future.

A basic Health Enhancement program shall:

1. Integrate lifestyle management throughout the curriculum.
2. Focus on the total self and the development of responsibility, values, attitudes, and behaviors.
3. Give students decision-making tools for personal health.
4. Address intellectual, social, emotional, and physical dimensions of health lifestyles.

HEALTH ENHANCEMENT: LEARNER OUTCOMES

Each student shall participate in a Health Enhancement program which is based on age, ability, and aptitude.

At the end of the **PRIMARY** level, the student shall:

1. Demonstrate a variety of perceptual, motor, and rhythm skills, including but not limited to throwing, catching, kicking, and striking; balancing; creative movement and folk dance; and skills related to lead-up games.
2. Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal performance.
3. Develop positive interpersonal relationships and self-concepts.

The student shall identify:

4. Components of wellness and describe how decision making affects personal health practices.
5. Roles, responsibilities, contributions, and life cycles in a family structure.
6. The difference between use and abuse of drugs and their effects on an individual's total development.
7. Safety hazards, causes of accidents, and preventive measures for disease control.
8. Human body parts and systems, emphasizing individual uniqueness.
9. Ways in which advertising influences personal health choices.
10. Food combinations that provide a healthy and balanced diet.
11. Potential sources of pollution and pollution's harmful effects.
12. Resources which help promote and maintain community health.

At the end of the **INTERMEDIATE** level, the student shall demonstrate:

1. A variety of physical skills that influence individual physical development, including but not limited to skills practice and lead-up games; rhythms and dance; and individual, dual, or team sports.
2. An appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.
3. Positive interpersonal relationships and self-concept.
4. An understanding of the importance of regular and sustained physical activity throughout life.
5. An ability to identify roles, responsibilities, contributions, and life cycles in a family structure.

The student shall understand:

6. Substance use and abuse and their effects on the individual and society.
7. Health problems, including diseases and their etiology; the identification of symptoms of a variety of health problems; and prevention of health problems and injuries.
8. The functions and maintenance of body systems, including knowledge of the reproductive system.
9. The need for and the use of consumer health services and products.

10. Basic nutrition and its application.
11 Cultural, environmental, social, and ethical issues which affect healthy lifestyles.
12. Interrelationships between physical health and mental well-being.

Upon **GRADUATION**, the student shall:

1. Demonstrate a variety of physical skills used in physical activity, including but not limited to dance; individual, dual, or team sports; and lifetime leisure and recreational activities.
2. Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.
3. Understand the importance of a positive self-concept and interpersonal relationships for total health.
4. Understand the role of lifelong physical activity and the principles of safe and effective exercise; be able to plan a personal fitness program.
5. Understand roles, responsibilities, contributes, and life cycles in family structures.
6. Understand the risk of using drugs, alcohol, and tobacco.
7. Understand attitudes and behaviors for preventing and controlling disease and accidents.
8. Understand human reproduction and the emotional and ethical components of human sexuality.
9. Be able to evaluate and select health services, practices, and products.
10. Understand the relationship of sound nutrition to total health.
11. Understand the consequences of personal and community decisions that affect the economy and the cost, availability, and quality of health care.
12. Understand the relationship of sound mental health practices to total health.
13. Identify careers in health and physical activity and their roles and responsibilities.

PROGRAM

1. The Health Enhancement curriculum shall be developed and evaluated according to the standards for all program areas.
2. Areas of the Health Enhancement curriculum integrated into other subject areas are ancillary to the main Health Enhancement program, which shall be provided by a health enhancement specialist (K-12) or by a classroom teacher in the elementary grades.
3. Interscholastic sports and intramural programs shall not be used as a substitute for a Health Enhancement course.
4. Recess shall not be used to fulfill Health Enhancement requirements.
5. All students shall have daily Health Enhancement activity to meet the basic education program requirements.
6. All teachers shall, by example, encourage healthy lifestyles.
7. A telephone or communication device and basic first aid materials shall be located **in close proximity** to the instructional physical activity area.

For additional information concerning the Health Enhancement program, write to:

Board of Public Education
33 Last Chance Gulch
Helena, MT 59601

American Heart Association

JUMP ROPE FOR HEART

American Alliance

pepe
Physical Education Public Information

POSITION AVAILABLE

MAHPERD EXECUTIVE SECRETARY

The Montana Association for Health, Physical Education, Recreation and Dance is currently seeking applicants for the newly created position of Executive Secretary. This position was approved by a vote of the membership at the 1988 Convention held in Missoula. A copy of the job description for this position detailing responsibilities, qualifications, appointment procedures, applications materials, and terms of appointment follows this advertisement.

Applications will be reviewed upon receipt and review will continue until the position is filled. Complete applications should include: a letter of application for the position addressing the candidate's ability to meet the stated qualifications for the position, a professional vita, and a one-page statement of philosophy/ purpose regarding the MAHPERD Executive Secretary position. Applications materials should be sent to:

Dr. Sharon Dinkel Uhlig
MAHPERD Nominating Committee Chair
Department of Health & Physical Education
University of Montana
Missoula, MT 59812-1055

SUPPORT YOUR JOURNAL

JOB DESCRIPTION FOR POSITION OF EXECUTIVE SECRETARY-MAHPERD

POSITION:

The executive Secretary of the Montana Association for Health, Physical Education, Recreation and Dance will report to the President of that organization. Primary duties of the Executive Secretary relate to advisory, informational, record-keeping, fund raising, and public relations responsibilities. In addition, the Executive Secretary is expected to enhance and ensure continuity and continued progression the organization.

RESPONSIBILITIES

1. Serve as an advisor to the Association.
2. Record and disseminate minutes of the business meetings of the Board and the Association
3. Maintain files and keep accurate records of the Association, and provide for their availability and safety.
4. Provide and promote fund raising activities for the Association on an on-going basis, and assist the Treasurer, as needed, in investing and budgeting activities.
5. Organize and implement strategies for increasing Association membership. Receive, process, and report membership information.
6. Develop and implement public relations and publicity strategies for the Association. Cultivate and maintain Association relationships with related organizations and the media.
7. Promote MAHPERD-related legislative issues with politicians.
8. Respond to requests for information for the Association and its members.
9. Provide information to chairpersons of standing and presidential committees, and offer professional advice to these committees.
10. Maintain on-going relationships of cooperation and interaction with the Executive Board and other committees of the Association.
11. Assist with the annual convention through close contact with the convention manager, exhibitors, etc.
12. Solicit and attend to problems and opinions of Executive Board members.
13. Plan and implement strategies which provide for continual progress and continuity for the Association from year to year.

QUALIFICATIONS:

REQUIRED:

1. An understanding of MAHPERD, its history, purposes, functions, and its needs as a professional organization.
2. Prior service on the MAHPERD Executive Board
3. Interpersonal skills with individuals and groups of all sizes.
4. Demonstrated organizational skills including record-keeping, planning, reporting, scheduling, etc.
5. Written and oral communication skills.
6. Knowledge of public relations strategies and possession of skills necessary for promotion of the organization to both internal and external publics.

DESIRABLE:

1. Knowledge and experience with computer applications as they relate to the Association.
2. Knowledge regarding fund-raising strategies, and experience with budgeting and investing.

APPOINTMENT:

1. Advertisement of the Executive secretary position will include at least one ad in the *MAHPERD Journal* as well as other pertinent methods.
2. Applications for the position will be directed to the MAHPERD Nominating Committee chaired by the Past-President of the organization. The Nominating Committee will screen applicants and submit a recommendation to the Executive Board.
3. The Executive Board shall be charged with the appointment of an Executive Secretary.
4. In the event that the Executive Board chooses not to appoint an Executive Secretary from the recommendations of the Nominating Committee, the position will be readvertised -- again, to include at least one Journal ad.

APPLICATION MATERIALS FOR THE POSITION SHOULD INCLUDE:

1. A letter of application for the position addressing the candidate's ability to meet the stated qualifications.
2. A professional vita.
3. A one-page statement of philosophy/purpose regarding the MAHPERD Executive Secretary position.

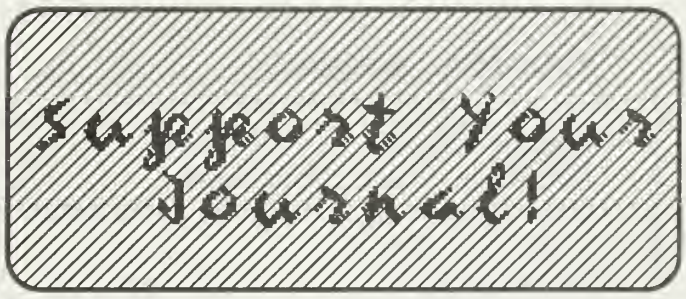
TERMS OF APPOINTMENT:

Appointment shall be made on a three-year basis, contingent upon annual performance appraisal by the Executive Board. That performance appraisal should include:

1. An annual report/self-evaluation to be completed by the Executive Secretary and submitted to he MAHPERD President.
2. Review of that document and other pertinent information by the sub-committee of the Board to include the President, Past-President, and President-Elect.
3. Recommendation to the Executive Board for continued appointment/termination of appointment by the sub-committee.
4. Executive Board consideration of the sub-committee recommendation and decision to continue or terminate the appointment of the Executive Secretary.
5. Notification of the Executive Secretary of continued appointment or termination of appointment by the MAHPERD President. This notification should include performance appraisal results.

The Executive Secretary may apply for additional terms (including consecutive terms).

An Honorarium of $1000.00 per year will be awarded to the Executive Secretary.



NORTHWEST DISTRICT CONVENTION

March 9, 10 and 11, 1989
Boise State University
Boise, Idaho

CONVENTION HIGHLIGHTS

THURSDAY, MARCH 9

7:30 to 9:30 PM
Opening Keynote
Tom Ecker, Cedar Rapids, Iowa
Cedar Rapids is not the end of the world, but you can see it from there.

9 to 10:30 PM
Reception Social

FRIDAY, MARCH 10

All day
Health Fair

8:30 AM to 4:30 PM: Exhibits open

9:45 to 10:45 AM
First General Session
Dr. Keith Henschen, University of Utah and U.S. Women's Olympic Gymnastics Team Sports Psychologist.
Body by Fisher, Brain by Mattel

7 PM
Idaho-style Feed and Friday Night Social

SATURDAY, MARCH 11

7 to 9 AM
Open gym for fitness
Jogging, swimming, weight lifting, racquetball, aerobic dance

8:30 AM to 4:30 PM
Exhibits open

12:30 to 2 PM
Honor Awards Luncheon

Exhibits

Exhibit area open
Friday 8:30 AM until Saturday, 11 AM

Looking Ahead to New Orleans • March 28–April 1, 1990

New Orleans Convention Program Proposal

Instructions: Type or print all information. Complete each of the six sections listed and sign the form. Do not write in the margins or the back of the form. Submit only one presentation per form.

For Office Use Only

Date Received:_____

Association: _____

Structure:_____

Forwarded to:_____

Accepted by:_____

Date:_____

1. **Check the association to which you are submitting this proposal:** [ ] AAHE [ ] AALR [ ] ARAPCS [ ] NAGWS [ ] NASPE [ ] NDA

2. **Person submitting the proposal:**

Name:_____
Mailing Address:_____
_____
_____
City State Zip Code

AAHPERD Membership #_____
Summer Mailing Address:_____
_____
_____
City State Zip Code

Work Phone Number:_____ Summer Phone Number:_____

Home Phone Number:_____

Job Title and Work Location (i.e., Instructor elementary P.E., Reston, Va.) _____

3. **Program Title:**_____

4. **Please attach a brief description of the program (150 words or less).**

5. **Program Category:** Indicate the category into which you feel your presentation would best fit (check one only):

[ ] 60 minute Early Bird session [ ] 75 minute session

[ ] 105 minute workshop [ ] 1/2 day in-depth conference

6. **Presenter Acknowledgement:** I am aware that if my proposal is accepted for presentation at the New Orleans convention that I will be required to register as a delegate for the convention and pay the general registration fees. I hereby certify that I am an active paid member of the American Alliance for Health, Physical Education, Recreation and Dance and that my membership is in the Association to which I am submitting this proposal for consideration. I have read and understand the accompanying information.

Signature:_____

Deadline Date for submission of Proposals: Must be postmarked by March 1, 1989

Make a Copy for your files • Make a copy for your files

1990 National Convention Proposal Format

Instructions – Proposals for the 1990 AAHPERD Convention to be held in New Orleans, Louisiana, March 28–April 1

Due to the volume of proposals and the complexity of the national convention, the proposal form must be used for all presentations submitted. Make copies of the form if necessary, but each presentation submitted must be on a separate form.

Once a proposal has been received by one of the Association Program Coordinators, an acknowledgement will be sent to each individual submitting a proposal. The acknowledgement will include a succession number assigned by the Program Coordinator. Include this number in any correspondence with the Program Coordinator about any proposal which has been submitted.

All persons submitting proposals will be notified as to whether or not the proposal has been accepted.

The National Convention Program Coordinators are very interested in programs of national significance and programs which would have a national impact. They are looking for quality and innovation.

Deadline Date
March 1, 1989 is the deadline date for submission of proposals for the 1990 convention. Proposals received which are postmarked after that date will be returned to the sender.

Changes or Modifications
Once a proposal has been submitted, any changes or corrections necessary (i.e. name deletions, changes in title, name additions, etc.) must be sent directly to the Program Coordinator. Do not send corrections to the AAHPERD Convention Office. Telephone calls for changes will not be accepted. All changes must be in writing on 8 1/2" x 11" white paper. The name and address of the person submitting the proposal as well as the proposal number and title of the presentation must appear on all correspondence. (This is the number that will be assigned by the Program Coordinator and will appear on the proposal acknowledgement form.)

Limitation of Participation
By Alliance policy, the number of presentations which an individual can give during any one convention is limited to two. An individual may, in addition, be part of a discussion group or panel which is coordinated by another person.

Membership/Registration Requirements
Prospective participants should be aware that if they are accepted as a speaker, panelist, presenter or will participate in the convention program in any manner and if they are involved in the field of health, physical education, recreation and dance in any way, they must be an active paid member of the American Alliance for Health, Physical Education, Recreation and Dance. All convention participants, as well as all delegates, must register for the convention and pay the standard fee.

Submission of Proposal
All proposals should be sent directly to the Program Coordinator of the Association in whose subject area the proposed program falls. They are as follows:

ASSOCIATION FOR THE ADVANCEMENT OF HEALTH EDUCATION (AAHE)

Thomas O'Rourke, Department of H & S Studies, University of Illinois, 1206 S. Fourth Street, Champaign, Illinois 61820

AMERICAN ASSOCIATION FOR LEISURE AND RECREATION (AALR)

Judy Kenefick, AALR Convention Program Coordinator, 1900 Association Drive, Reston, Virginia 22091

ASSOCIATION FOR RESEARCH, ADMINISTRATION, PROFESSIONAL COUNCILS, AND SOCIETIES (ARAPCS)
(Adapted Physical Activity, Aging and Adult Development, Aquatics, College and University Administrators, City and County Directors, Ethnic Minority, Facilities and Equipment, Outdoor Education, International Relations, Measurement and Evaluation, Physical Fitness Council, Safety, and Student programs)

Dale Mood, Department of Physical Education, University of Colorado, Boulder, Colorado 80309

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT (NAGWS)
(Officiating, Coaching, Ethnic Minority in Women's Sports, Research, Sports Governance, Athletic Training, Intramural Sports)

Mimi Murray, 491 Pinewood Drive, Longmeadow, Massachusetts 01106

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION (NASPE)
(Basic Stuff, Coaching, College and University Physical Education, College and University Physical Education Department Administrators, Physical Education for Children, Curriculum and Instruction, Exercise Physiology, Exercise and Science Wellness Task Force, History of Sport and Physical Education, Kinesiology, Media Resources, Motor Development, Secondary School Athletic Directors, Philosophy of Sport and Physical Education, Physical Education Public Information, Middle and Secondary School Physical Education, Sports Psychology, Sports Sociology, Teacher/Coach Role Task Force, Youth Sports Coalition, Athletic Training, Intramural Sports)

Joan Martin, 317 Elmwood Drive, Naperville, Illinois 60540

NATIONAL DANCE ASSOCIATION (NDA)

Alice Pascal-Escher, 4732 St. Peter Street, New Orleans, Louisiana 70119

JUMP ROPE FOR HEART

Montana Centennial Rendezvous

The Montana Centennial Rendezvous will bring jump rope demonstration teams from throughout the United States and Canada to Helena, Montana. Scheduled for March 2-4, 1989, this event is sponsored by the Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD) and the Montana affiliate of the American Heart Association.

The purpose of the Montana Centennial Rendezvous is to provide an educational workshop where participants can develop improved jump rope skills, while at the same time promoting Jump Rope for Heart events. This event has been designated by the Montana Centennial Committee as an official part of the Montana Centennial celebration in 1989.

The MAHPERD members from Helena who are organizing the event are Jeri Domme, MAHPERD president and coach of the host demonstration team, and Emilee DeKam, Montana MAHPERD Jump Rope for Heart coordinator. Both are physical educators in the Helena Public School District.

JUMP ROPE FOR HEART

The workshop portion of the Montana Centennial Rendezvous will be under the direction of Bob Melson, coach of Hot Dog U.S.A., the five-time defending rope skipping world champion. Members of the Hot Dogs will serve as the teaching team at this event.

Each of the participating teams will have opportunities to present performances at schools in Helena and in other communities. These performances will help promote interest in rope skipping and should increase participation in the Jump Rope for Heart events in these communities.

MAHPERD also is scheduling a "Legislative Fitness Awareness Day" at the state capitol. Rope skipping demonstrations are planned to call attention to the Montana legislators the need for better health and physical education support in Montana's school systems.

The Montana Centennial Rendezvous is a great example of the working partnership that exists between the Montana Heart affiliate and MAHPERD. Both organizations are actively promoting better health in Montana schools through the Jump Rope for Heart program. The real winners are the children of Montana who develop healthy concepts about their own lifestyles as a result of participation in Jump Rope for Heart.

For more information about the Montana Centennial Rendezvous, contact Emilee DeKam, Helena Middle School, 1025 N. Rodney, Helena, MT 59601 or Greg Newman, Montana Affiliate, American Heart Association, 510 1st Avenue North, Great Falls, MT 59401.

American Heart Association

GOOD NEWS

Strategies is being hailed by sport and physical educators across the country.

"I'm glad to see Strategies *narrowing the gap between theory and practice.* Strategies' *format of identifying problems and offering solutions makes it a great resource for coaches and physical educators."*

Mimi Murray, President
Natl. Assn. for Girls and Women in Sport

"We have ordered Strategies *for our library and we are introducing our students to the journal. The content is just what is needed now."*

Dr. Nancy Bailey, Chair, PE Department
California State College, Bakersfield

"Strategies *is excellent. The layout for the whole magazine is great!"*

Marlene Adrian, Director
Biomechanics Research Laboratory
University of Illinois

"I think Strategies *is dynamic—just what we wanted. I passed it around to several of my students and they fought over the subscription card."*

Marian Kneer, HPER
University of Illinois at Chicago

"The tremendous response to the first issue tells us that we have succeeded in providing physical and sport educators with a meaningful, exciting journal that they can call their own."

Charles Hungerford, President
Natl. Assn. for Sport and Physical Education

"I have already used several of the articles in my teacher preparation classes. I imagine that practitioners in the public schools are finding it equally valuable."

Dr. Jody Brylinsky
University of South Dakota, Vermillion

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☐ I am a member of the American Alliance, and I wish to subscribe to Strategies, A Journal for Physical and Sport Educators.

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Exp. Date _____

Signature _____

Please make checks payable to AAHPERD
Mail this form to American Alliance/Strategies, 1900 Association Dr., Reston, VA 22091

☐ I wish to join the American Alliance. Please send me membership information and a subscription form for Strategies, A Journal for Physical and Sport Educators.

Fitness Order Form

DESCRIPTION		UNIT PRICE	QTY.	AMOUNT DUE
MATERIALS FOR INSTRUCTION				
Comprehensive Guide	0-88314-414-X	$6.95		
Computer Software - IBM	0-88314-415-8	$34.95		
Computer Software - Apple	0-88314-418-2	$34.95		
Educational Kit #1 (K-6)	246-28570	$27.95		
Educational Kit #1 (6-12)	246-28576	$27.95		
Ed. Pkg (Kit, Guide, Soft.) (K-6) - IBM	0-88314-416-6	$62.95		
Ed Pkg. (Kit, Guide, Soft) (K-6) - Apple	0-88314-419-0	$62.95		
Ed. Pkg. (Kit, Guide, Soft) (6-12) - IBM	0-88314-417-4	$62.95		
Ed Pkg (Kit, Guide, Soft.) (6-12) - Apple	0-88314-420-4	$62.95		
Fat-o-meter	242-27204	$10.95		
Flextester	242-27208	$82.95		
Fat Control Caliper	242-27206	$10.00		
Skinfold Video	242-28332	$29.95		
AWARDS				
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Fitness Activity Badge - Grade 1	246-28498	$1.25		
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Fitness Activity Badge - Grade 3	246-28502	$1.25		
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Fitness Activity Badge - Grade 9	246-28514	$1.25		
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Fitness Goals Badge - Grade 12	246-28544	$1.25		
Health Fitness Badge - Grade K	246-28545	$1.25		
Health Fitness Badge - Grade 1	246-28546	$1.25		
Health Fitness Badge - Grade 2	246-28548	$1.25		
Health Fitness Badge - Grade 3	246-28550	$1.25		
Health Fitness Badge - Grade 4	246-28552	$1.25		
Health Fitness Badge - Grade 5	246-28554	$1.25		
Health Fitness Badge - Grade 6	246-28556	$1.25		
Health Fitness Badge - Grade 7	246-28558	$1.25		
Health Fitness Badge - Grade 8	246-28560	$1.25		
Health Fitness Badge - Grade 9	246-28562	$1.25		
Health Fitness Badge - Grade 10	246-28564	$1.25		
Health Fitness Badge - Grade 11	246-28566	$1.25		
Health Fitness Badge - Grade 12	246-28568	$1.25		
			SUB TOTAL	
			SHIPPING/HANDLING	
			VA add 4.5%, MD add 5% **TAX**	
			TOTAL	

HOW TO ORDER:
Use this convenient order form. Be sure to provide all requested information. *Do not send cash or postage stamps.*

PHONE ORDERS:
To place your order by phone, call (703) 476-3481 or 476-3400. Institutional purchase order or Visa/MasterCard required for phone orders. ($10.00 minimum). Shipping and handling charges will be billed.

MAIL ORDERS:
All orders must be accompanied by payment or official purchase order. ($10.00 minimum). Shipping and handling charges will be billed

METHOD OF PAYMENT:
(Note. Foreign orders must be prepaid & in U.S. currency)
Include shipping and handling charges with your payment.
Please check appropriate box:

☐ Check or money order enclosed
☐ Charge ($10.00 minimum) ☐ Visa
☐ MasterCard

Print card number clearly
(Visa is 13 or 16 numbers, MasterCard is 16 numbers.)

Expiration Date: _____

Signature: _____

☐ Bill us (institutional P.O.'s only) $10.00 minimum

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Company or School

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City State Zip

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Waldorf, MD 20604

GOOD NEWS.
AT LAST THERE'S A PROGRAM THAT CAN HELP YOUR STUDENTS ACHIEVE THEIR PHYSICAL BEST.

In fact, the American Alliance calls the program "Physical Best." Based on the latest research and developed by educators for educators, it's the best youth fitness program ever offered. And it's the only one that has an educational approach that helps you motivate your students for lifelong fitness.

" PHYSICAL BEST " MOTIVATES YOUR STUDENTS TO CHANGE THEIR HEALTH HABITS FOR LIFE

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The Montana Journal is published each February and September by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor Montana Journal, Department of Health and Physical Education, University of Montana, Missoula, Montana 59812. The title of the manuscript, the authors' name and affiliation, mailing adress of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPT

Manuscripts must be typed on $8^1/_2$" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the Publication Manual of the *American Psychological Association*, 3rd ed., (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

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